

SECOND EDITION

# Effective Practices in Early Childhood Education

*Building a Foundation*

**SUE BREDEKAMP**

Early Childhood Education Consultant

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**To Mom and Dad for their unconditional love throughout my life, to Darby who was by my side all the way, and above all to Joe Bredekamp—for his love, understanding, support, and incredible patience throughout life with a crazy person.**

# about the author



*Dr. Sue Bredekamp*

**Dr. Sue Bredekamp** is an early childhood education specialist from Washington, DC, who serves as a consultant and author on curriculum, teaching, and professional development for state and national organizations such as the National Association for the Education of Young Children (NAEYC), the Council for Professional Recognition, the Head Start Bureau, and Sesame Workshop. She is well known as the co-author of NAEYC's highly influential publications on *Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8*. She developed NAEYC's accreditation system and served as Director of Professional Development from 1981 to 1998. Dr. Bredekamp is an advisor to the Head Start National Center on Quality Teaching and Learning. She also serves on the Board of the HighScope Educational Research Foundation. From 2007 to 2009 she was a member of the National Research Council's (NRC) Committee on Early Childhood Mathematics, which produced a landmark report, *Mathematics in Early Childhood: Paths Toward Excellence and Equity*. She has been a visiting lecturer at Macquarie University in Sydney, Australia; Monash University in Melbourne; University of Alaska; and University of Hawaii. She is a frequent keynote speaker and publishes widely on curriculum, assessment, early literacy and mathematics, and standards for teacher education. Dr. Bredekamp has devoted her career to learning about and from children and translating that knowledge for new and experienced teachers.



# preface

I became a teacher of young children many years ago, when the field of early childhood education was quite different from what it is today. After graduating from college with an English degree, I got a job as a preschool teacher in a child care center. I will never forget my first day of teaching. One reason I remember it so well is that it was so long! Feeling completely incompetent, I seriously thought about not going back the next day. Then I realized that although I had a choice not to return, the children did not. They deserved a better teacher than I was at that time. As a result, I continued teaching, went back to school, and set out to learn as much as possible about child development and how best to teach young children. And I have been learning ever since.

## Why I Wrote This Book

When I first began teaching, I realized that there were too many things I didn't know about child development, how and what to teach, how to communicate with families, how to positively guide children's behavior—the list goes on and on. I wrote this book because I wanted to help ensure that every child has a qualified teacher from day one.

In this book I share what I have learned about the competence of young children, their desire to learn engaging, challenging curriculum content, and effective ways of teaching. To achieve their potential, children need and deserve highly competent, well-educated teachers. My hope is that teachers, whether beginning their professional journey or continuing their professional development, will embrace new knowledge as well as the enduring values of early childhood education, and encounter the sheer joy of teaching young children.

## New to This Edition

Early childhood education is an exciting, dynamic profession because new knowledge is being generated every day, as reflected in what's new in this edition.

- A completely revised Chapter 11 on assessment, with more focus on how to observe children's learning and development, assessment tools, and the role of assessment in meeting curriculum standards, teaching, and accountability.
- A new “Developmental Continuum” feature in Chapters 12 through 15 that describes the widely held expectations for children's development and learning from birth through age 8 and their linkages to curriculum planning and teaching.
- More emphasis on classroom examples of intentional teaching strategies throughout the book, including teaching dual language learners and children with diverse abilities.
- Examples of developmentally appropriate use of digital media with children, teachers, and families throughout the text.
- Updated and expanded discussion of current research on brain development, self-regulation, executive function, and other key developmental processes and implications for teaching.
- More artifacts and examples of children's work across the full age span from toddlers through primary grades.
- Increased emphasis on teacher reflection and application in “Becoming an Intentional Teacher” features and new end-of-chapter exercises, most of which include artifacts of children's work.
- New pedagogical features—tables, figures, and artifacts of children's work—that support teacher candidates' understanding, reflection, and application of their learning.



- Updated, readable research-based strategies and examples in every chapter.
- New sections in Chapter 2 that present a wider view of early childhood history, including that of Hispanic Americans, Native Americans, and African Americans.
- Revised Chapter 9, Teaching to Enhance Learning and Development, and examples throughout of current research on effective, intentional teaching practices, including results of teacher observations using the CLASS and other assessment tools.
- Updated Chapter 10, Planning Effective Curriculum, to address the role of standards in curriculum planning—including the Common Core, Head Start Child Development and Early Learning Framework, and state early learning standards—and how these affect assessment, age 3 to grade 3 curriculum alignment, and teaching.
- Revised Chapter 15, Teaching Children to Be Healthy and Fit: Physical Development and Health, with more emphasis on obesity prevention and rough-and-tumble play.
- Expanded Chapter 16, Putting It All Together in Practice: Making a Difference for Children, to include more examples and student reflection on professionalism and NAEYC's Code of Ethical Conduct.

## Organization of This Book

This book is designed to teach the concept of *developmentally appropriate practice* for students because an understanding of its principles is the basic framework on which to build early childhood programs and schools for children from birth through age 8. Chapters are organized according to NAEYC's guidelines for developmentally appropriate practice, which I have co-authored for almost 30 years.

Part 1, Foundations of Early Childhood Education, describes how the current profession represents both continuity and change (Chapter 1), the rich history from which developmentally appropriate practices evolved (Chapter 2), and an overview of its principles and guidelines, which are described in depth in later chapters (Chapter 3).

Part 2, Dimensions of Developmentally Appropriate Practice, includes chapters describing the key factors teachers must consider as they make professional decisions. Chapter 4 presents an overview of current knowledge about how all children develop and learn. Chapter 5 addresses the unique, individual differences among children, including children with disabilities and special needs. Chapter 6 discusses the critical role of social, cultural, and linguistic contexts on children's development and learning and how teachers must embrace a diverse society to help every child succeed in school and life.

Part 3, The Complex Role of the Teacher, describes the role of the teacher in implementing developmentally appropriate practices. Each of the interconnected aspects of the teacher's role is addressed in separate chapters: building effective partnerships with families (Chapter 7), creating a caring community of learners and guiding young children (Chapter 8); teaching to enhance learning and development (Chapter 9); planning effective curriculum (Chapter 10); and assessing children's learning and development (Chapter 11).

Part 4, Intentional Teaching And Effective Curriculum—describes both *how* and *what to teach* children from birth through age 8 in language, literacy, the arts, mathematics, science, technology, social-emotional development, social studies, physical development, and health. Each chapter demonstrates how the continuum of children's development determines the appropriateness of curriculum content and intentional, effective teaching strategies for children of different ages.

Early childhood educators join this profession and stay in it because they believe their work can make a difference in the lives of children and their families. But to make a lasting difference, our practices must be effective—they must contribute to children's learning and development. This book reflects this core goal by building on the basic framework of developmentally appropriate practice while going beyond to emphasize intentional teaching, challenging and interesting curriculum, and evidence-based, effective practices for a new generation of early childhood educators. Each of these key themes is discussed on the following pages.

# Intentional Teaching of Young Children

This text builds on the framework of developmentally appropriate practice emphasizing that effective teachers are intentional, thoughtful, and purposeful in everything they do.

## Becoming an Intentional Teacher

### Using Assessment to Inform Teaching

**Here's What Happened** Four year old Moses is a gentle boy who plays alone and rarely speaks up. I made a point of observing Moses with other children during center time and when we were doing things that interested him. I also spoke with his mother.

One morning, I observed Moses in the block corner with two other boys for 7 minutes. Buddy and Eugene were building a house and kept up a running conversation about what they were doing. Buddy: "This is the bathroom right here. This is the bathtub and toilet." Eugene, picking up a block: "This is the refrigerator." Moses sat silently right next to them, frowning, and watching every move they made. After 6 minutes, Moses went to the shelf, picked up three plastic people, and said, "This is fun, too." Buddy grabbed the people from Moses' hands, put them in the house, and said, "This is my family, my mommy and daddy." Frowning, Moses quietly sat down and continued to observe. He then picked up the bin of plastic people figures and went to the table to play with them alone.

**Here's What I Was Thinking** Before I can take action to help a child, I need to know as much as possible about the child's skills, abilities, and needs. That's where assessment comes in. Maybe Moses did not successfully join the play because he was intimidated by Buddy, in which

case I would focus attention on helping him become more comfortable expressing himself. Or maybe he was behind in language and vocabulary development, so I should work on that. Observing him in different situations was the key. I also needed to ask Moses open-ended questions about how he felt about the experience. It could have been that his sad face and frown meant that he longed to join in the play or he could have been patiently but unhappily waiting a turn to play alone with the blocks.

From my observations and conversations with Moses's family, I now have a working hypothesis. It seems likely that not participating in cooperative play is related to his limited vocabulary and lack of experience interacting with other children because he is an only child. To help Moses with both of these issues, I will set up situations to encourage his ease when talking with others. I will also plan some activities that work directly on his social skills. This observation also gave me insights into Buddy's and Eugene's behaviors, and I plan to work with them on their skills at making friends.

**Reflection** How else might the teacher have interpreted her observations of Moses' behavior during the play sequence? What other tools could she use to assess his social skills and then plan accordingly?

Intentional teachers not only know what to do with children but also know why they are doing it and can explain the rationale for the decisions they make to other teachers, administrators, and families. To help students understand this concept, **Becoming an Intentional Teacher** features reveal what teachers are thinking in classroom situations, *how* and *why* they select the strategies they do, and challenge students to reflect further on these scenarios.

Effective teachers are informed decision makers who adapt for individual differences, including for children with disabilities and special needs. **How Would You Respond?** features engage students in reflection and critical thinking about a complex teaching situation or issue confronting the early childhood field. The scenarios present options to consider. Because there is no one right answer, students can appreciate the complexity of teaching and diverse perspectives.

## How Would You Respond...

### ...to Policies on Teaching Dual Language Learners?

**The Situation** You are a prekindergarten teacher in a state with a policy that, beginning in kindergarten, children must be taught only in English. Your school serves a large population of Spanish-speaking families. The principal thinks that putting all the Spanish-speaking children in separate classrooms with bilingual teachers who focus on teaching English will prepare them for the difficult transition to kindergarten. Most of the families support this practice because they want their children to succeed in school. The principal's intentions are good, but the result is that Pre-K children are segregated not only by language but also by race.

**What to Do?** In this situation, you face an ethical dilemma. You understand the principal's point of view but feel that there is something inherently wrong in her solution. Following are some actions you could take based on the NAEYC Code of Ethical Conduct. Which of these do you think would be most effective?

- Tell the principal that this practice is unethical because the Code says that children should be cared for in positive emotional and social environments that support their culture, language, ethnicity, and family structure.


- Insist that segregating the Spanish-speaking children be stopped because it violates the overarching principle of doing no harm to children and is disrespectful and degrading to them.
- Discuss the complexity of the dilemma with the principal and other teachers. For example, Principle 1.3 of the Code prohibits discrimination against children based on their language. At the same time, this principle states that aspects of it may not apply, depending on legal mandates (note, however, that the English-only law does not apply to prekindergarten).
- Do nothing because the Code says to respect the dignity and preferences of each family.
- Tell colleagues and parents that the separate classes defeat the goal because the children are more likely to acquire English if they interact frequently with children who are native English speakers.

How would you weigh these principles and actions in trying to resolve this dilemma? Are there other relevant principles in the Code that you should consider?

## 4 Chapter Summary

- Development is age-related change that occurs as the result of an interaction between biological maturation and physical and/or social experience. Learning is a change in knowledge or skill that results from experience or instruction.
- A theory is an explanation of how information and observations are organized and relate to one another. Theories are important because they affect how people think and behave. In education, theories of learning and development affect how teachers treat children, how they structure environments, and how they teach.
- Early experiences change and organize the physical structure of the brain. Neglect, abuse, and stress pose serious threats to healthy brain development. High-quality, developmentally appropriate early childhood education can contribute to healthy brain development.
- The most influential theories of social-emotional development are Erikson's psychosocial theory and Maslow's hierarchy of needs. The most prominent theories of cognitive development are Piaget's theory of constructivism and Vygotsky's sociocultural theory.
- The most prominent learning theories are B. F. Skinner's theory of behaviorism and Albert Bandura's social cognitive theory.
- Research demonstrates that play contributes to language development, self-regulation, attention, creativity, problem solving, social and emotional skills, and literacy and mathematics skills.
- The Reggio Emilia approach is an example of how theories can be coherently applied to practice. The Reggio Emilia approach also demonstrates how practice can drive theory.
- Effective early childhood education is based on knowledge of child development and learning. NAEYC summarizes the key concepts of that knowledge base in 12 principles that can be used to guide practice.

### observe, reflect, apply™

- Here are examples of Grant's writing when he was 3 years old and then when he was 36. What do you observe about his development from these samples?
- One theory can be used to explain everything teachers need to know.
- Theories do not contradict each other.
- What factors might explain the fact that Vygotsky's socio-cultural theory is highly influential in early childhood education today?
  - Vygotsky's theory makes direct links between teaching and learning, and development.
  - Vygotsky's theory helps teachers control behavior problems.
  - The theory describes practices such as scaffolding that teachers find useful.
  - Vygotsky's theory explains motivation.

\*Answers to multiple choice questions appear at the end of this chapter.

### Classroom Observations

- Observe in an inclusive early childhood program. Observe how a child with special needs is included in the classroom and what types of teaching practices are used with the child. Decide if a particular theoretical approach dominates the interactions between the teacher/therapist and the child with a disability and how effective it appears to be.
- Observe children's play in a preschool classroom. Reflect on how complex the play is and how engaged children are. Do you observe mature sociodramatic play? If so, reflect on how it supports children's self-regulation and other skills. If not, decide what the teacher could do to enhance the children's play.

Intentional teachers must observe, reflect, and apply their knowledge using a broad repertoire of effective teaching strategies. **End-of-chapter** features bring teaching to life and engage students in practicing these skills.





# Connections Between Curriculum and Child Development

In the **Developmental Continuum** feature, the text provides an overview of the continuum of learning in the areas of language, literacy, mathematics, cognitive, social, emotional, and physical development and describes how child development is linked to curriculum planning for children from birth through age 8. Unlike many early childhood texts that focus on child development only, this text shows how child development and curriculum content knowledge are connected.

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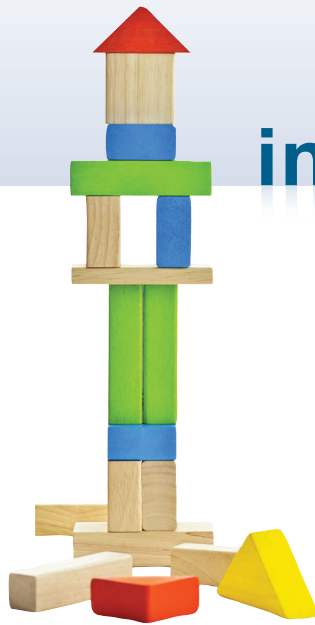
▲ Chapters 12 to 15 help early childhood teachers understand right from the start that there is content in the curriculum for young children. They describe the goals for young children's learning and development that predict success in school and life. Each of these chapters includes examples of effective strategies such as teaching children of diverse abilities in inclusive classrooms or ways to promote dual language learning.

- The emphasis on implementing effective curriculum reflects current trends such as the goal of aligning prekindergarten and primary education, NAEYC accreditation and NCATE professional preparation standards, and enhanced expectations for teacher qualifications.

Age of Child	Developmental Expectations
Birth to about 8 months	<ul style="list-style-type: none"> <li>Communicate through behaviors rather than words; signal distress by crying. Caregivers need to interpret babies' sounds and gestures.</li> <li>Smile or vocalize if they want someone to pay attention or play.</li> <li>Begin vocalizing vowel sounds called cooing. Soon after, they begin to babble, producing consonant/vowel sounds such as "da da."</li> <li>Continue to babble using all kinds of sounds and will play with sounds when alone.</li> <li>Begin to understand familiar names such as those of siblings or pets.</li> <li>Laugh and appear to listen to conversations.</li> </ul>
Between 8 and 18 months	<ul style="list-style-type: none"> <li>Become more purposeful in their communications.</li> <li>Use facial expressions, gestures, and sounds to get their needs met. (If a bottle falls from a highchair tray, instead of just crying, the 14-month-old may grunt and wave at the floor.)</li> <li>Understand many more words than they can say.</li> <li>Speak in long, babbling sentences that mirror the cadence of conventional speech.</li> <li>Soon start to shake their head "no" and begin to use the word no.</li> <li>Usually crack the language code and begin to use their first words between 12 and 18 months.</li> </ul>
From 18 to 24 months	<ul style="list-style-type: none"> <li>Experience a burst in vocabulary and begin to combine words into two-word utterances called <b>telegraphic speech</b>. Like old-fashioned telegrams, they waste no words in communicating their message: "No nap."</li> </ul>
Ages 2 to 3	<ul style="list-style-type: none"> <li>Progress from using two-word combinations (my truck) to three- and four-word sentences with words in the correct order more often (Where's my truck?).</li> <li>Speaking vocabulary may reach 200 words.</li> <li>Use adjectives and adverbs. (Give me my blue truck now.)</li> <li>Most children's speech becomes more understandable. Constantly ask, "Wassat?" as they seem to want to name everything.</li> </ul>
Ages 3 to 6	<ul style="list-style-type: none"> <li>Have a vocabulary of about 1,000 words.</li> <li>Although some may still have difficulty, most are better able to articulate some of the more difficult sounds, like s, th, z, r, and l.</li> <li>Can initiate and engage in more complex conversations.</li> <li>Use 1,000 to 2,000 words as vocabulary expands rapidly during kindergarten.</li> <li>Usually speak clearly and are lively conversation partners with adults and other children.</li> </ul>
The primary grades	<ul style="list-style-type: none"> <li>Language development continues at a rapid pace.</li> <li>During these years, children need a large vocabulary to learn to read and to comprehend what they read. Explicit teaching of vocabulary needs to be an instructional goal.</li> <li>At the same time, the more children read, the more words they learn because the language of books is more elaborate than everyday conversation. Some researchers estimate that children need to learn 3,000 words a year throughout the elementary school years.</li> </ul>

- Play is integrated throughout this book as an effective means to support all domains of development and promote learning in all curriculum areas. Today many people see play as something separate from the rest of the curriculum, making statements such as "We can't let children play because we have to teach literacy," or "We don't have time for outdoor play in primary grades because we have to get children ready for standardized tests." Play should not be treated as a separate part of an early childhood program or day that can be cut if someone deems it unimportant. Play, in its various forms, is integrally connected to every aspect of children's development and it builds learning across all areas of the curriculum. Therefore, you will find a discussion of play in every chapter of this book.





# instructor supplements

The following instructor tools supplement, support, and reinforce the content presented throughout the text. All supplements are available for download for instructors who adopt this text. Go to [www.pearsonhighered.com](http://www.pearsonhighered.com), click on “Educators,” register for access, and download files. For more information, contact your Pearson representative.

- **Online Instructor’s Manual** (0-13-286799-6). The *Instructor’s Resource Manual* provides chapter-by-chapter tools to use in class. Lecture or discussion outlines, teaching strategies, in-class activities, student projects, key term definitions, and helpful resources will reinforce key concepts and applications and keep students engaged.
- **Online Test Bank** (0-13-298053-3). These multiple-choice and essay questions tied to each chapter provide instructors the opportunity to assess student understanding of the chapter content. An answer key is provided.
- **Online PowerPoint™ Slides** (0-13-298049-5). Each slide reinforces key concepts and big ideas presented throughout the text.
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**Angel** Test Bank  
**D2L** Test Bank  
**Moodle** Test Bank  
**Sakai** Test Bank

## Using MyEducationLab™ with This Book

Teacher educators who are developing pedagogies for the analysis of teaching and learning contend that analyzing teaching artifacts has three advantages: it enables new teachers time for reflection while still using the real materials of practice; it provides new teachers with experience thinking about and approaching the complexity of the classroom; and in some cases, it can help new teachers and teacher educators develop a shared understanding and common language about teaching<sup>1</sup> . . .

As Linda Darling-Hammond and her colleagues point out, grounding teacher education in real classrooms—among real teachers and students and among actual examples of students’ and teachers’ work—is an important, and perhaps even an essential, part of training

<sup>1</sup>Darling-Hammond, L., & Bransford, J. (Eds.). (2005). *Preparing teachers for a changing world*. San Francisco: John Wiley & Sons.



teachers for the complexities of teaching in today's classrooms. For this reason, we have created a valuable, time-saving website—MyEducationLab—that provides you with the context of real classrooms and artifacts that research on teacher education tells us is so important. The authentic in-class video footage, interactive skill-building exercises, and other resources available on MyEducationLab offer you a uniquely valuable teacher education tool.

MyEducationLab is easy to use and integrate into both your assignments and your courses. Wherever you see the MyEducationLab logo in the margins or at the end of chapters, follow the simple instructions to access the videos, strategies, cases, and artifacts associated with these assignments, activities, and learning units on MyEducationLab. MyEducationLab is organized topically to enhance the coverage of the core concepts discussed in the chapters of your book. For each topic on the course, you will find most or all of the following resources:

**Connection to National Standards** Now it is easier than ever to see how your course work is connected to national standards. In each topic of MyEducationLab you will find intended learning outcomes connected to NAEYC Early Childhood Standards for Professional Preparation Programs. All of the *Assignments and Activities* and all of the *Building Teaching Skills and Dispositions* in MyEducationLab are mapped to these standards and learning outcomes as well.

**Assignments and Activities** Designed to save instructors preparation time, these assignable exercises show concepts in action (through videos, cases, or student and teacher artifacts) and then offer thought-provoking questions that probe your understanding of these concepts or strategies. (Feedback for these assignments is available to the instructor.)

**Building Teaching Skills and Dispositions** These learning units help you practice and strengthen skills that are essential to quality teaching. First you are presented with the core skill or concept and then given an opportunity to practice your understanding of this concept multiple times by watching video footage (or interacting with other media) and then critically analyzing the strategy or skill presented.

**IRIS Center Resources** The IRIS Center at Vanderbilt University (<http://iris.peabody.vanderbilt.edu>)—funded by the U.S. Department of Education's Office of Special Education Programs (OSEP)—develops training enhancement materials for preservice and inservice teachers. The center works with experts from across the country to create challenge-based interactive modules, case study units, and podcasts that provide research-validated information about working with students in inclusive settings. On your MyEducationLab course we have integrated this content where appropriate to enhance the content coverage in your book.

**CONNECT modules** The Center to Mobilize Early Childhood Knowledge modules provide dilemmas and a 5-step learning cycle for making evidence-based decisions using a variety of inclusion and intervention practices. In your MyEducationLab course we have integrated this content where appropriate to enhance the content coverage in your book.

**Course Resources on MyEducationLab** The *Course Resources* section within your MyEducationLab course is designed to help you pass your licensure exam, put together an effective portfolio and lesson plan, prepare for and navigate the first year of your teaching career, and understand key educational standards, policies, and laws. This section includes:

- *Licensure Exams*: Access guidelines for passing the Praxis exam. The *Practice Test Exam* includes practice questions, *Case Histories*, and *Video Case Studies*.
- *Portfolio Builder and Lesson Plan Builder*: Create, update, and share portfolios and lesson plans.
- *Preparing a Portfolio*: Access guidelines for creating a high-quality teaching portfolio that will allow you to practice effective lesson planning.
- *Licensure and Standards*: Link to state teaching licensure standards, national health and education standards, and early childhood education standards.
- *Beginning Your Career*: Educate yourself—access tips, advice, and valuable information on:
  - *Resume Writing and Interviewing*: Expert advice on how to write impressive resumes and prepare for job interviews.



- *Your First Year of Teaching*: Practical tips to set up your classroom, manage student behavior, and learn to more easily organize for instruction and assessment.
- *Law and Public Policies*: Specific directives and requirements you need to understand under the No Child Left Behind Act and the Individuals with Disabilities Education Improvement Act of 2004.

**Study Plan** A MyEducationLab Study Plan is a multiple-choice assessment tied to chapter objectives, supported by study material. A well-designed Study Plan offers multiple opportunities to fully master required course content as identified by the objectives in each chapter:

- *Chapter Objectives* identify the learning outcomes for the chapter and give you targets to shoot for as you read and study.
- *Multiple-Choice Assessments* assess mastery of the content (tied to each chapter objective) by allowing you to take the multiple-choice quiz as many times as needed. Not only do these quizzes provide overall scores for each objective, they also explain why responses to particular items are correct or incorrect.
- *Study Material: Review, Practice, and Enrichment* gives you a deeper understanding of what you do and do not know related to chapter content. This can be accessed through the *Multiple-Choice Assessment* (after you take a quiz, you receive information regarding the chapter content on which you still need practice and review) or through a self-directed method of study. This material includes text excerpts, activities that include hints and feedback, and media assets (video, simulations, cases, etc.).

Visit [www.myeducationlab.com](http://www.myeducationlab.com) for a demonstration of this exciting new online teaching resource.

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*Sue Bredekamp*

# contributors

This book represents a collaborative effort, made possible by the invaluable contributions of the expertise and diverse perspectives of the following individuals:



**Carol Copple** is an educational consultant and author living in Nashville, Tennessee. At NAEYC from 1993 to 2010, Dr. Copple headed the publications program, authored numerous books and articles, and played a leading role in developing the association's position statements and education initiatives. Her other positions in early education have included teaching at Louisiana State University and conducting research and directing an experimental prekindergarten program at the Educational Testing Service. For several decades Carol Copple has collaborated with Sue Bredekamp on publications such as *Developmentally Appropriate Practice in Early Childhood Programs*. For this volume, she contributed *Becoming an Intentional Teacher*, *How Would You Respond?* and *What Works* features as well as invaluable assistance in conceptualizing aspects of the book.



**Carol Brunson Day** served as president of the National Black Child Development Institute from 2007 to 2011. From 1985 until 2004 she led the Council for Professional Recognition, the home of the Child Development Associate National Credentialing Program. She publishes widely on professional development, diversity and multicultural education, and cultural influences on development and she is well known for her expertise on African American culture and heritage. Dr. Day contributed to the Culture and Language Lens features and her work greatly informs Chapter 6.



**Gail E. Joseph** is the faculty director of the Early Childhood and Family Studies program at the University of Washington and an assistant professor in Educational Psychology. She is the co-director of the Head Start National Center on Quality Teaching and Learning. She also directs the Head Start Center for Inclusion and the Child Care Quality and Early Learning Center for Research and Training, funded by the Bill and Melinda Gates Foundation. Dr. Joseph contributed to the Including All Children lenses, and Chapters 5 and 14.



**Kay M. Albrecht** is president of Innovations in Early Childhood Education in Houston, Texas. She has been a teacher, director of an accredited program, and on the faculty at four universities. She created Out of the Box Training Kits for Exchange Press and authored *The Right Fit: Recruiting, Selecting, and Orienting Staff*, and is coauthor of the *Innovations* series of curriculum, child development, and teacher training materials. Dr. Albrecht contributed to Chapter 15 and examples from her extensive classroom experience.



**Luis A. Hernandez** is an Early Childhood Education Specialist with Training and Technical Assistance Services, Western Kentucky University. He serves on numerous national boards and his expertise includes second language learning, changing demographics and diversity, early literacy, and adult learning. He contributed to the Language and Culture lenses.

# foreword

Like all of Sue Bredekamp's work, *Effective Practices in Early Childhood Education: Building a Foundation* has become a landmark. Since its publication, it has been the major benchmark against which all volumes related to early childhood practice are measured, domestically and internationally. Indeed, it has been a driving force not only guiding practice and scholarship, but it has also served as a seminal vehicle to codify and chronicle the impact of history, the experiences of practitioners and leaders, and the impact of policy on the changing field of early education. In so doing, it has converted static assumptions and understandings about early childhood pedagogy into living, dynamic, and far more intentional practices.

Since its appearance, *Effective Practices* has been widely read and used to guide early childhood teacher preparation and practice. Its popularity has placed a special burden on the work; it, like the field, cannot remain stagnant or isolated from changes in the social context. Precisely because it is so well used and because the field is changing so rapidly, a new edition is necessary. Consider for example, the impact that the emergence of the K–12 Common Core has had on early education: whether one favors or disparages the Common Core ideologically, it is here to stay and is having profound impacts on American education generally, and American early education specifically. In addition, the revitalization of an emphasis on continuity and transition, emerging currently in the form of the “P–3 Movement,” is altering the way early educators conceptualize and actualize the linkages between pre-primary and primary education. Within the birth to five year-old component of early childhood, a renewed emphasis on supporting the infrastructure through the Early Learning Challenge Fund, with its focus on Quality Rating and Improvement Systems, standards, and assessments, is precipitating dramatic changes in the way early childhood education services are being designed and delivered. Finally, new research related to the way children learn and process information is calling forth compelling pedagogical alignments that address the importance of dual language learners, executive functioning, early mathematics, and learning progressions.

With the early childhood field changing so rapidly, time-honored questions are being catapulted to new prominence, often begging for urgent response: What should be the balance between cognitive development and other domains historically important to early childhood? What should be the balance between a focus on learning processes and content? What should be the balance between teacher-guided, intentional pedagogy and child-guided experiential learning? Note that none of these questions is new and that each recognizes the critical importance of balance.

Indeed, the majesty of this volume is that it, too, understands and addresses the importance of the contemporary context and the balance in perspective and practice it demands. In this volume, Bredekamp takes a long-haul view; she renders solid definitions of the field, situating the reader firmly in reality, and provides one of the most thorough historical overviews available. But Bredekamp does not stop there, nor does she skirt the tough issues, the new research, or the new demands being placed on early educators. Rather, with clarity and grace, she systematically addresses them all, setting before the field a rich compendium of research, first-hand and extremely well-cultivated practice, and ever-wise counsel. Readers will be impressed by the currency, practicality, and clear intentionality of the volume, evoking the same from those who regard it with the care with which it was written.



Of particular importance in this ever-changing and increasingly connected world is the role of culture and language. Bredekamp addresses these issues with honesty and integrity, treating readers to a richly nuanced understanding of the important roles of each in the development of young children. Cautiously, she reminds us that the words “developmentally appropriate”—although bywords of the profession—must be deeply contextualized in order to be understood and mastered. Indeed, in discussing how to balance developmentally, individually, and contextually appropriate practices, Bredekamp brilliantly notes that “a child with a disability acts like a magnifying glass on the developmental appropriateness of an early childhood classroom.” In turn, early educators must regard this seminal edition as the best possible lens through which to see and enlarge what matters most in our field; with wisdom and prescience, it sheds all the light necessary to advance our evolving, joyous profession and our critically important work on behalf of children, their families, and their countries.

*Sharon Lynn Kagan, Ed.D.  
Virginia and Leonard Marx  
Professor of Early Childhood and Family Policy,  
Teachers College, Columbia University; and  
Professor Adjunct, Yale University's Child Study Center*



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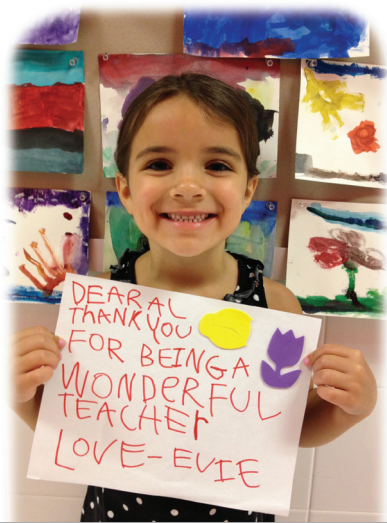
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